

Who am I?

Reception Curriculum

Term 1	
Text	Colour Monster
Unit Enquiry Question	- Who am I?
Engage/Hook	Use and explore colour to make abstract self-portraits .
Outcomes	<p>Pupils to draw a self-portrait.</p> <p>Pupils to name the members of their family and important people in the community.</p> <p>Pupils to describe their own others physical features-hair colour, eye colour etc, explain how some features are the same or different to others.</p> <p>Pupils to know they have grown from being a baby.</p> <p>Pupils to sing entire songs</p>
Global / National / Local themes	To get to know the school grounds and local area around the school.
Communication	<p>Learning more words all the time.</p> <p>Answer a range of questions including why? and how?</p> <p>Two-channelled attention. Can listen and do and beginning to maintain attention for longer periods.</p> <p>Understands and carries out instructions with 2 or more parts.</p> <p>Use talk to organise themselves and their play and enjoy make believe play.</p> <p>Have mostly clear speech and be easily understood by others. (May have difficulty with a few sounds)</p>
Personal, Social and Emotional Development	<p><u>Jigsaw</u>-Being me in my world</p> <p>Begin to build constructive relationships. listening in to their peers as well as staff.</p> <p>Will begin to cooperate with friends and others</p> <p>Will follow instructions with less support.</p> <p>May recognise their own feelings.</p> <p>May begin to show they can manage needs such as washing hands.</p>
Physical	<p><u>REAL PE:</u></p> <p>- Social (dynamic and static balance)</p> <p>Rides trike using pedals.</p> <p>Hits ball with bat.</p>

	<p>Draws recognisable pictures with a level of detail</p> <p>Copies patterns - O / \ X U Δ□</p> <p>Cuts around a picture or shape with scissors</p> <p>Forms some letters correctly</p>
Literacy	<p><u>Word Reading</u></p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Reads a few common exception words.</p> <p><u>Comprehension</u></p> <ul style="list-style-type: none"> •Engage in conversation and can answer questions when reading wordless fiction and nonfiction books. •Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. •Talk about events, feelings, main characters, where a story is set and recognise links to own life experiences <p><u>Writing</u></p> <p>Forms letters within their name without name card to support</p> <p>Children apply the correct GPC for phase 2 sounds, forming initial sounds in words.</p> <p>They use known phonemes explore medial and end sounds in CVC words</p>
Mathematics	<p>Children can talk about passage of time through days of the week and months of the year.</p> <p>Children can follow AB ABB patterns.</p> <p>Children can orally count past 10.</p> <p>Children are able to recognise some numbers 0-10.</p>
Understanding the world	<p>Know and name family members and important members of the community (e.g., Mrs Nixon, Mrs Clark, Father Stephen)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Explore the natural world around them.</p>
Expressive arts and design	<p>Know how to use artistic effects to express ideas.</p> <p>To draw people with bodies of appropriate size and sausage body parts.</p> <p>Remember and sing entire songs.</p>

Play instruments with increasing control.